Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Northside Independent School District	1-74-6015904	5900 Evers Road		

Mailing address line 2	City	State	ZIP Code	
	San Antonio	TX	78238	-1606

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
015915		20	20	069450716

Primary Contact

First name	M.I.	Last name	Title
Diana		Ely	Director
Telephone #	Email address		FAX #
(210) 397-7900	Diana.Ely@nisd.net		(210) 706-7507

Secondary Contact

First name	M.I.	Last name	Title
Sharon		Sanchez	Director
Telephone #	Email address		FAX #
(210) 397-8562	Sharon.Sanchez@nisd.net		(210) 706-7228

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Brian	T	Woods	Superintendent
Telephone #	Email address		FAX #
210-397-8770	Brian.Woods@nisd.net		

Signature (blue ink preferred)		Date signed
[signature]	1/16/14	

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Background:

Northside Independent School District (NISD) is Texas' fourth largest school system, serving 101,944 students in Northwest San Antonio. The district is comprised of 116 schools and employs 6,931 teachers. Student and teacher success are top priorities in NISD, as the district strives to surpass state and federal expectations and achievement measures. Through a comprehensive needs assessment, it was determined that NISD needs to strengthen new teacher preparedness, improve existing teacher effectiveness and combat campus attrition through best-practices that will impact student achievement. Through the Educator Effectiveness Improvement Program grant, NISD will deliver a comprehensive program that dramatically impacts teacher quality and student achievement at four target campuses: Jim G. Martin Elementary School, Sam Rayburn Middle School, Sul Ross Middle School and John Paul Stevens High School. Data shows that the targeted schools have high concentrations of economically disadvantaged students and teacher turnover. The following are factors that contributed to the selection of these campuses:

Campus	Enrollment	Economically Disadvantaged %	Teacher retention % (12-13)
NISD	101,944	53	84
Martin ES	830	94	79
Rayburn MS	973	84	80
Ross MS	1,102	85	79
Stevens HS	2,870	61	86

NISD proposes to implement this through professional development supports that target different areas of a teacher's career and can be delivered through the following components: induction and mentoring, evaluation, professional development and collaboration, strategic compensation and retention, recruiting and hiring and creating career pathways. The following resources will be added to enhance the existing district structures and resources.

Induction and Mentoring – 5 Instructional Coaches (ICs) will be added in the NISD Organizational and Staff Development Department to improve the efficiency and effectiveness of two teacher groups; teachers new to the profession and teachers in need of improvement. Each IC will work closely with campus leadership to identify and coach 20 teachers in these targeted groups. Through a research based coaching model, Learning Forward, ICs will deliver relationship-based coaching that relies on customized teacher development plans. ICs will use reflective agreements to identify areas of professional deficiency and grow these areas with personalized professional development plans. The effectiveness of the plans will be evaluated through strategic walk-throughs used to assess growth in targeted domains. ICs will work in conjunction with campus and District leadership to connect adult learning and growth to student achievement.

Evaluation – Teachers participating in intensive coaching will be provided with multiple observations that focus on clear performance measures within four domains of teaching; content knowledge, instructional practices, behavior management and effective assessment. Trained ICs will use rubrics that rely on observable behaviors in the four domains and can be directly connected to student performance. Identified teachers will receive an average of one classroom observation per month, with struggling teachers receiving a greater amount as needed. Each observation will be followed by reflective debriefs that utilize tangible classroom examples such as video, classroom scripts or student assessment analysis to communicate teacher and student progress. The frequent nature of observations will be used to support and grow teachers throughout the year in real-time, prior to their summative evaluation at the conclusion of the school year. Participating teachers will be measured using Texas' formal observation system in conjunction with a teacher-student growth model system, SAS EVAAS, qualitative student data, teacher self- reflection and state mandated assessment analysis.

Professional Development and Collaboration – Acknowledging that the quality of educator has a direct impact on student success, all professional development and collaboration efforts will be focused on moving entire teacher populations into an effective or highly-effective rating, levels 3, 4 or 5, on the SAS EVAAS rating scale. The proposed program model allows for regular professional development and collaboration for all teachers and includes professional growth opportunities for ICs guiding the campus based growth. The following details the professional development

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

measures implemented through this plan including targeted population, professional development offered, frequency and the outcome or performance measure associated with each.

Targeted population	Professional development/collaboration	Frequency	Outcome/measure
New teachers and teachers in need of improvement	• Release days to engage in best-practice learning walks, structured direct teach professional development or guided planning. • Reflective debriefs led by a trained IC that focuses on classroom practice, professional growth and their impact on student achievement.	• 2-4 release days per semester. • 2-4 debriefs per semester	• Qualitative rubrics used to evaluate implementation of targeted skills • Teacher contracts that are tied to relevant student evaluation – classroom, district or state assessment.
All teachers	• Curriculum meetings and support guided by qualified, hired subject and grade level experts, 'Level Leaders'.	• Weekly	• Each grade level and subject is staffed by a hired expert to guide the use of common release time.
Instructional Coaches	• Coaches are trained and receive real-time, customized coaching support through Joellen Killion's Learning Forward Coaching Model. • Custom professional development	• Initial training 3 days, 3 days follow-up, additional training as needed • As needed	• Teachers receive quality support and improve observation and summative ratings. • Coaches will build knowledge by attending trainings to support teachers

Strategic compensation and retention – Four strategic compensation measures will be offered to attract and retain top-performing talent to targeted schools; $1500 early signing stipends for newly hired teachers, $700 stipend for service as a subject-grade Level Leader expert, up to $2000 for teachers who increase performance in low-scoring, targeted subjects and $500 for new teachers who participate in a 2-day informative, research based focus group. These financial incentives are intended to attract personnel to serve at-risk students, encourage meaningful collaborative campus efforts and reward teachers who make dramatic impacts on student achievement. These financial incentives compliment the professional growth model led by the ICs to create a campus culture that is focused on student achievement and incentivizing effective personnel.

Recruiting and Hiring – NISD will continue to use historically effective recruiting and hiring techniques to attract top teacher talent from nationally recognized teacher preparation programs. Human Resources (HR) will enhance efforts by exploring ways to engage in early identification of teacher talent prior to routine recruitment fairs. Partner universities will work with NISD HR to identify emerging teacher leaders so that NISD can use outlined strategic compensation and professional support fringe benefits to employ leading teacher talent.

Career Pathways – The proposed program model adds two key positions that will enhance existing personnel structures in NISD and enhance career pathways in the district. Level leaders and IC positions will provide additional opportunities for existing, successful teacher leaders to move into compensated leadership positions that will impact student achievement.

The proposed program model will use a number of measures to evaluate program effectiveness including the following: student pre and post qualitative data, teacher pre and post qualitative data, student and teacher linked growth model data, qualitative observation data, summative teacher Professional Development and Appraisal System evaluation and state mandated testing data. These data measures will be used to holistically evaluate an increase in teacher and organizational effectiveness and their causal impact on student performance.

Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015915

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Amendment # (for amendments only):

Project period: April 1, 2014, through August 31, 2016   Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$612,524	$6,843	$619,367	$671,054	$6,843	$677,897
Schedule #8	Professional and Contracted Services (6200)	6200	$49,237	$0	$49,237	$19,237	$0	$19,237
Schedule #9	Supplies and Materials (6300)	6300	$17,030	$0	$17,030	$7,500	$0	$7,500
Schedule #10	Other Operating Costs (6400)	6400	$24,600	$0	$24,600	$5,600	$0	$5,600
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	$0	$0	$0	$0	$0	$0
	Total direct costs:		$703,391	$6,843	$710,234	$703,391	$6,843	$710,234
	Percentage% indirect costs (see note):		N/A	$9,943	$9,943	N/A	$9,943	$9,943
	Grand total of budgeted costs (add all entries in each column):		$703,391	$16,786	$720,177	$703,391	$16,786	$720,177

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$720,177	$720,177
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$72,017	$72,017

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 015915			Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional				
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration				
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist		1	$2,955	$2,955
Auxiliary				
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions				
15	Instructional Coaches	5		$319,000	$319,000
16	Grant Manager		1	$2,900	$2,900
17	Title			$	$
18		Subtotal employee costs:		$324,855	$324,855
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$73,340	$73,340
20	6119	Professional staff extra-duty pay **(includes stipends and incentive pay)**	$143,500	$195,750
21	6121	Support staff extra-duty pay		$	$
22	6140	Employee benefits		$77,672	$83,952
23	61XX	Tuition remission (IHEs only)		$	$
24		Subtotal substitute, extra-duty, benefits costs	$294,512	$353,042
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$619,367	$677,897

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015915	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Business cards for Instructional Coaches	☐	$110	$110
2	Program printing costs	☐	$300	$300
3	Student and teacher growth evaluation (SAS EVAAS)	☐	$8827	$8827
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$9,237	$9,237

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: Research- based Instructional Coaching (Learning Forward)	☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Customized Coaching Academy		

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$4,000	$
	Contractor's other operating costs		$36,000	$10,000
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$40,000	$10,000

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015915	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

				Year 1	Year 2
	Specify topic/purpose/service:		☐ Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided			**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:		$	$
2	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided			**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:		$	$
3	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided			**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:		$	$
4	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided			**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:		$	$
5	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$	$

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	Schedule #8—Professional and Contracted Services (6200) (cont.)			
	County-District Number or Vendor ID: 015915		Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
6	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
7	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
8	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$40,000	$10,000
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$0	$0
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$9,237	$9,237
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$40,000	$10,000
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$0	$0
	(Sum of lines a, b, c, and d) Grand total		$49,237	$19,237

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015915	Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	Laptops	Operational use to support grant related activities	5	$1200	$8000	$0
	2	Video cameras	To record and evaluate grant related activities	5	$400		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$0	$0
6399	Supplies and materials associated with advisory council or committee					$0	$0
	Subtotal supplies and materials requiring specific approval:					$8,000	$0
	Remaining 6300—Supplies and materials that do not require specific approval: *Books that will support the professional development activities in the grant- (**$1,180** Year 1 only) *Office supplies- (**$7,500** in Year 1 and Year 2) *Software licenses- (**$350** Year 1 only)					$9,030	$7,500
					Grand total:	$17,030	$7,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015915		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$	$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$0	$0
	Remaining 6400—Other operating costs that do not require specific approval: *Mileage for the (5) Instructional Coaches (**$5,600** amounts included in Year 1 and Year 2) *In-State professional development for teachers to attend in identified areas of growth (**$9,500**) * In-State professional development for Instructional Coaches to attend in order to support identified areas of growth (**$9,500**)	$24,600	$5,600
Grand total:		$24,600	$5,600

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

	Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 015915			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds					

County-district number or vendor ID: 015915 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 5651

Category	Number	Percentage	Category	Percentage
African American	383	7%	Attendance rate	94%
Hispanic	4764	84%	Annual dropout rate (Gr 9-12)	1%
White	371	7%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	66%
Asian	39	1%	TAKS commended 2011 performance, all tests (sum of all grades tested)	7%
Economically disadvantaged	4251	75%	Students taking the ACT and/or SAT	61%
Limited English proficient (LEP)	305	5%	Average SAT score (number value, not a percentage)	1303
Disciplinary placements	227	4%	Average ACT score (number value, not a percentage)	20

Comments

Part 1 - Student percentages are an average of the following identified campuses: Martin Elementary School, Rayburn Middle School, Ross Middle School and Stevens High School. TEA designates ethnicity as Hispanic or Non-Hispanic. African American, White and Asian are considered race categories, and there are two race categories not addressed on this schedule. Additionally, some students have designated more than one race category for themselves

Part 2 Teacher demographics – TEA designates ethnicity as Hispanic or Non-Hispanic. African American, White and Asian are considered race categories, and there are two race categories not addressed on this schedule. Additionally, some staff have designated more than one race category for themselves. Average years of experience does not account for new teachers with no experience.

Part 4 - Teacher counts are based on teachers assigned class rosters and do not include special population teachers, specialists or campus support personnel.

All student and teacher demographics are rounded to the nearest whole number.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	20	6%	No degree	2	1%
Hispanic	151	46%	Bachelor's degree	329	99%
White	298	90%	Master's degree	123	37%
Asian	13	4%	Doctorate	3	1%
1-5 years exp.	79	24%	Avg. salary, 1-5 years exp.	48575	N/A
6-10 years exp.	99	30%	Avg. salary, 6-10 years exp.	50228	N/A
11-20 years exp.	96	29%	Avg. salary, 11-20 years exp.	53077	N/A
Over 20 years exp.	32	10%	Avg. salary, over 20 years exp.	62360	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	95	150	124	142	104	104	87	703	715	650	862	741	681	493	5651
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	7	8	6	7	6	4	45	34	54	53	39	27	30	320
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	7	8	6	7	6	4	45	34	54	53	39	27	30	320

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Northside Independent School District (NISD) has a systematic process for identifying and prioritizing needs. It is the intent of the NISD Board that principals support the active participation of parents, teachers, and others through a collaborative process and the district's plan for school based decision making. In school-based decision making, the primary unit of change is the campus. At the campus level, a multi-disciplinary team, composed of campus administrators and core department coordinators, first disaggregate multiple data sources. The principals encourage and provide meaningful opportunities for the active participation of students, parents, teachers, and other stakeholders through a collaborative process and the district's plan for school-based decision making. These participants make up the School Advisory Team. They collaborate with the principal in reviewing campus and feeder school data to develop School Improvement Plans, goals, performance objectives, and major classroom instructional programs. They also collaborate with the principal in the decision making process in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. To facilitate that change, a Northside Educational Improvement Council (NEIC) is established at the district level and has many responsibilities. The NEIC is the district decision-making committee established to involve professional staff, parents, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. The NEIC was established in accordance with Texas Education Code Section 11.251, and 11.252. NEIC has 39 members, including staff, parents, business, and community members. The purpose of NEIC is to involve professional staff, parents, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. Staff members are elected for a two-year term by staff peers. Parents, business, and community members are appointed by the Board for a two-year term. District leadership conducted a thorough needs assessment that examined multiple data sources, including the percentage of students enrolled in the federal free and reduced lunch program, teacher retention data, TAKS and STAAR scores, district benchmark scores, college remediation data, and a teacher survey. Multiple groups were consulted to effectively identify the district trends and individual campus needs. Four schools were identified having a high number of low socioeconomic students. The percentage of economically disadvantaged students enrolled at each campus is as follows: Stevens High School - 60.7%, Ross Middle School - 84.7%, Rayburn Middle School - 84.2% and Martin Elementary School - 94.4%. NISD experiences challenges in critical areas at these hard to staff campuses with new and struggling teachers.

The following chart reflects the number of teacher attrition at the selected campuses:

Year	Stevens HS	Rayburn MS	Sul Ross MS	Martin ES
2013-2014	21	9	9	5
2012-2013	13	11	14	7
2011-2012	0	4	2	1
2010-2011	36	18	4	n/a *
2009-2010	15	7	4	n/a *

* *Martin ES opened in 2010-2011 school year, no data available.*

The teacher retention rate for NISD is 83.84% and these schools on average are below this rate. Each campus has a significant number of new and struggling teachers that the grant program will address. The number of new teachers per campus are as follows: Stevens - 45 of 179, Rayburn - 16 out of 72, Ross - 17 out of 81 and Martin – 29 out of 61. These factors have a direct impact on student achievement. In the 2012-2013 school year, STAAR/TAKS summative data represented low percentages of students that met standard; Martin – 65%, Rayburn – 68%, Ross – 73% and Stevens – 77%. Through the proposed program model, NISD will allocate funds, resources and professional supports that promote teacher growth that dramatically impact student achievement.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Induction and Mentoring:** NISD has identified professional deficiencies amongst two teacher constituencies: new teachers and struggling teachers.	• Promote instructional capacities through a trainer of trainers model • Build campus-based resources to impact student achievement • Connecting teacher performance with student academic achievement • Provide on-going teacher feedback • Expand content knowledge • Extended collaboration opportunities
2.	**Professional Development and Collaboration:** Teachers at the four targeted campuses are in need of customized opportunities to develop and collaborate in order to meet the needs of the diverse student populations.	• Provide customized professional development • Increase diversity of delivering instruction • Align support to student and teacher needs • Use data to drive instruction • Effective collaboration in designing lesson • Provide guided reflections on practices • Provide professional growth during Coaching Academy to support new Instructional Coaches
3.	**Evaluation:** Identified teacher groups are in need of additional evaluation measures that are tied to on-going teacher growth and student achievement.	• Analyze SAS EVAAS data in the form of Value Added data show student growth • Issue incentive stipend to teachers increasing student growth • Design and implement customized rubrics to increase the effectiveness of new/struggling teachers • Assess teacher performance as it correlates to student growth through student surveys
4.	**Career Pathways, Strategic Compensation and Retention:** Increase opportunities for leadership within targeted schools in an effort to retain highly qualified personnel and build capacity by creating new leadership roles.	• Ascertain Level Leaders and a pay stipend of $700 for their newly defined roles • Create Instructional Coaches to build professional capacity • Incentivize teacher academic success at targeted subject/grade level • Attract top talent to targeted campuses through early hire stipend • Identify highly qualified teachers as examples for the new/struggling teachers to observe
5.	**Recruiting and Hiring:** NISD has identified difficulty of hiring and retaining highly qualified personnel to commit to the identified campuses in this grant.	• Recruit from top teacher prep organizations • Offer signing bonuses of $1500 to teachers committing to targeted schools • Provide ongoing support from the Coaching Academy Program to new/struggling teachers

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Deputy Superintendent for C & I	Completes educational curriculum at both the elementary and secondary level. Dr. Linda Mora began her career in education in 1968 and holds a Doctorate degree from the University of Texas at Austin.
2.	Assistant Superintendent for HR	Oversees all policies and procedures within the Human Resources function. Patty Hill began her career as a teacher in February 1976. She has a Bachelor's degree in Education and Masters in Mid-Management and Supervision.
3.	Director of the NISD OSD	Coordinates district professional development and certifications for campus administrators. Diana Ely has 31 years' experience in education at NISD. She has a Bachelor's degree in Curriculum and Instruction and Masters in Mid-Management.
4.	Grants Project Manager	Tracks grant expenditures and ensuring all goals and objectives are met. Professional experience includes program evaluation and program management. Brook McArthur has a Bachelor's degree in Education and her Master's degree in Public Administration.
5.	Grant Evaluator	Oversees data collection, data analysis, qualitative and quantitative research. Jamie Ford has been employed in this position since January 2002. He has a bachelor's degree in Economics and a Masters in Business Administration.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Improve teacher effectiveness through targeted instructional coaching.	1.	Post, interview and hire 5 Instructional Coaches.	04/01/2014	06/30/2014
		2.	ICs attend Learning Forward Coaching Academy.	07/01/2014	03/31/2015
		3.	Principals and ICs target teachers for coaching.	07/01/2014	05/31/2016
		4.	Instructional coaching cycle with targeted teachers.	09/01/2014	05/31/2016
		5.	Targeted teachers summative growth assessed.	12/31/2014	05/31/2016
2.	Extend collaboration opportunities for all teachers.	1.	Hire 50 level leaders at targeted schools.	04/01/2014	08/31/2014
		2.	Level leaders use 2 release days per semester.	09/01/2014	05/31/2016
		3.	Level leaders guide weekly planning time.	09/01/2014	05/31/2016
		4.	Video collaboration library compilation.	09/01/2014	05/31/2016
3.	Compensate top teacher talent.	1.	Pay stipend to early hire commitments.	09/2014	09/2016
		2.	Identify targeted areas for performance model pay.	04/01/2014	08/01/2014
		3.	Pay stipend to Level Leaders for completed collaboration efforts.	05/30/2015	05/30/2016
		4.	Pay stipend for targeted student-teacher growth.	12/01/2015	12/15/2016
		5.	Pay stipend to new teacher leaders for completion of research based focus group.	06/08/2015	06/10/2015
4.	Extend targeted teacher evaluation to include diverse data measures.	1.	Teacher pre and post self-reflection completed.	08/01/2014	05/31/2016
		2.	Student pre and post survey completed.	08/01/2014	05/31/2016
		3.	Qualitative rubrics walk throughs.	08/01/2014	05/31/2016
		4.	Teacher – student growth data linkage.	05/01/2015	09/31/2015
5.	Expand recruiting and hiring measures to staff targeted schools with competitive hires.	1.	Early hiring efforts for target campuses.	04/01/2014	06/30/2016
		2.	Target external and internal applicants for level leader positions.	04/01/2014	08/31/2016
		3.	Early teacher identification efforts at targeted universities.	02/28/2015	05/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Northside (NISD) has an extensive and successful history of managing an array of Federal and State funded projects due to established structures and procedures that rely on broad-based management and participation. Through planning, writing and implementation, NISD relies on the Grants Manager to identify, convene and communicate with relevant stakeholders and staff. This collaboration regularly includes relevant Deputy Superintendent(s), Director(s), Program Specialist(s), Principal(s) and Evaluation Specialist(s). By involving all stakeholders consistently throughout the life cycle of the grant, NISD is able to efficiently and effectively implement grants, ensure all goals and objectives are met and adjust original proposals, as-needed, to maximize program potential and impact. The diversity of knowledge, experience and expertise represented through the process ensures that all proposals are considered and approved by a variety of interests. The following are grant management protocols that are observed in NISD:

- Grants are assigned a minimum of three Grants Department staff to oversee the life-span of the project,
- District and campus leadership commit to targeted goals and objectives prior to grant submission,
- District Evaluation Specialist ensures that all grants have measureable outcomes and creates evaluation timelines to measure project goals,
- Grants Project Manager creates internal timelines that are approved by all relevant stakeholders,
- Deputy Superintendent(s) and Director(s) are assigned to oversee grant and communicate grant importance and relevance to targeted groups throughout the project period,
- Upon award, monthly grant management meetings are scheduled to assess grant progress and expenditures,
- All proposed project changes are approved by initial stakeholder group to ensure compliance and execution of action.

The culture of NISD compliments this team approach, as Senior Staff work alongside campus and project staff to contribute to the success of all projects.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NISD conducts an annual needs assessment which determines funding allocations in support of student achievement. NISD secures supplemental grant funding to support initiatives and create innovative programs when local funding is insufficient. The District operates a teacher induction program, conducts staff development to assist struggling teachers and offers content-based staff development but lacks resources to target campuses with high percentages of struggling and new teachers. The proposed program will supplement current professional development that target a teacher's career and can be delivered through the following: induction and mentoring, evaluation, professional development and collaboration, strategic compensation and retention, recruiting and hiring and creating career pathways. NISD is committed to continuing grant activities beyond the initial funding period and will continue to enrich existing professional development activities geared toward campus improvement. Program will 1. transform the traditional teaching mindset towards a differentiated instruction approach to support student learning 2. increase student achievement to meet standards and promote college readiness 3. build capacity within faculty to improve teacher effectiveness 4. retain teachers committed to supporting transformation efforts. Establishment of long-term goals and capacity building will improve campus staff's ability to continue transformation efforts when funds expire. Once staff is immersed in job-embedded professional development, the practices that result from the training will become part of the cultural campus norms. Job-embedded professional development will facilitate teachers' deeper understanding of the community served by the school and the differentiated instruction aligned with the comprehensive needs analysis. The proposed program was collaboratively developed with the participating campuses and departments: Curriculum and Instruction, Human Resources, Staff Development, and the Northside Education Improvement Council to create a district coaching model. Level Leaders, Instructional Coaches and participating teachers will meet regularly to evaluate program activities and engage in practices that will promote a positive campus culture. Ongoing communication through formal/informal meetings will also occur. Participant commitment and success will be encouraged by career pathways within the District.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Teacher walk throughs	1.	Targeted teachers receive 2 - 4 additional walk throughs per semester.
		2.	75% of targeted teachers demonstrate growth as proven by performance based rubrics.
		3.	75% of program participants observe a minimum of 4 master teachers' classrooms per semester.
2.	Surveys	1.	75% of students acknowledge teacher growth through pre and post surveys.
		2.	75% of targeted teachers acknowledge growth through pre and post surveys.
		3.	75% of principals acknowledge targeted teacher growth through fall and spring surveys and attribute it to the Instructional Coach on their campus.
3.	Objective based assessments	1.	Targeted teachers will meet or exceed school average on 70% of district mandated benchmarks.
		2.	Targeted teachers will meet or exceed school average on 70% of state mandated testing
		3.	Targeted teachers will meet or exceed grade level average on one common assessment per month.
4.	Growth model data	1.	75% targeted teachers will have a greater growth result than the district average as determined by SAS EVAAS.
		2.	60% of targeted teachers will raise their SAS EVAAS rating by one level
5.	Analyze Human Resources data	1.	Campus will retain 90% of teachers targeted for coaching in the 2015-2016 school year.
		2.	95% of teachers scoring a 3, 4 or 5 using SAS EVAAS return to their campus and assigned subject.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The NISD Grant Evaluator will provide program level data that will monitor improvements of educator effectiveness at Martin Elementary School, Ross Middle School, Rayburn Middle School, and Stevens High School. Program activities will include: induction and mentoring, evaluation, professional development and collaboration, and strategic compensation and retention. Preferred practices include recruiting and hiring, and career pathways. To determine the success of these activities, an Evaluation Team will monitor progress in student academic performance through reviews of STAAR/EOC, and SAT/ACT pass rate data disaggregated by student demographics, as well as other measures such as course credits, attendance, and graduation and dropout rates. The Evaluation Team will monitor the progress of **100 teachers** through professional development log sheets, coaching reports, and teacher feedback. The purpose of these evaluations will be to shape the development of the program, with clear benchmarks to monitor progress towards stated goals and objectives. The evaluation plan incorporates both quantitative and qualitative data to provide a comprehensive and balanced record of program implementation and of the impact of the program. Student data will be continually disaggregated to determine the needs and outcomes for each campus. Project staff will use feedback and data for continuous improvement in program design for academic enrichment through monitoring, data collection, and program evaluation. In order to identify and correct problem areas, project staff meetings will be held monthly to share best practices and the five Instructional Coaches will meet regularly with the campus principals to share program feedback and discuss program effectiveness. The overall goal of this data collection and disaggregation is to pinpoint specific areas in curriculum and instruction where educator effectiveness can be improved through the grant funded services offered at the four campuses.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Statutory Requirement 1: <u>Required</u> - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, Northside (NISD) relies on a new teacher program that focuses on connecting all novice teachers to quality, foundational resources in their first year of teaching. The components of NISD's new teacher induction program include New Teacher Academy, Planting Seeds training, and the Red Wagon Mentorship program. The following chart details each component, its duration and objectives.

Component	Duration	Objective
New Teacher Academy	3 days	• Introduce teachers to district leadership, culture and expectations. • Present information regarding district level support and resources.
Planting Seeds training	2 days	• Introduce teachers to behavior management principles and practices designed to promote classroom learning.
Red Wagon Mentorship Program	Year-long	• Ensure all novice teachers have an accessible, effective advisor in their first year of teaching. • Use scheduled campus and district mentor-mentee meetings to serve as lines of communication to new staff. • Deliver needed professional development to new teacher group. • Opportunities for beginning teachers to engage in reflective practice.

In addition to the formal induction program, NISD offers curriculum specialists and professional development supports at the central office level to all district teachers. Teachers are connected to these services at will, through campus administrative directive or district mandate.

To complement the existing support structure, NISD would like to expand these supports to include Instructional Coaches (ICs) that focus on improving teacher effectiveness and student performance at targeted campuses among two teacher constituencies; new teachers and teachers experiencing limited professional and student growth. The Office of Organizational and Staff Development will hire five ICs to work with new teachers and targeted teachers in need of support. Each position will work with a maximum of 20 teachers to improve teacher effectiveness at targeted schools.

ICs' primary role on campuses will be to customize differentiated learning for teachers by providing resources, learning opportunities and an on-the-job professional development that result in student achievement. Staff will be hired based on proven records of expertise in data analysis, peer coaching, classroom support, school leadership, mentoring, adult learning, instruction, school reform, resource identification. Candidates will be rigorously screened and selected using a variety of resources that speak to their expertise including classroom teaching video(s), historical assessment data that demonstrates exceptional gains in student growth, success working with adult learners and ability to identify and access resources with ease. Interview processes will include portfolio presentation, coaching scenarios and formal interview questions that focus on sought skills and characteristics. District and campus leadership will focus on the personnel's ability to connect with learners and build capacity, as well as proficiency identifying and serving teachers need.

Selected ICs will attend customized "Learning Forward Coaches Academy", where they will be trained by Joellen Killion in the art of effective coaching. Coaches' Academy will begin in the summer of 2014 with a three day introductory course that focuses on coaching agreements and how to define their roles at the campus level and continue throughout the course of year one with an additional 3 day follow up training. Hired coaches will be considered master teachers with substantial knowledge and content expertise, and will focusing on developing skills related to relationship building, leading professional learning and coaching individuals and teams of educators. Professional development will include research based reading, direct teach, modeling, case studies and tools that support the following topics related to coaching; change process, team building, leadership training, trust/relationship building, adult learning, professional development standards and design, facilitation and meeting skills, dealing with resistance, confidentiality, data analysis, individual and team coaching, coaching skills and strategies, fierce conversations, professional learning communities, protocols for team work, accountability and sustainability. In addition to training at the Coaches Academy, hired ICs will

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

have online, real-time support, 'Coaches' Connect', from Learning Forward Master Coaches throughout the school year to ensure that implementation is consistent, supported and achieving targeted outcomes.

Principals at participating campuses will attend portions of the training alongside their coach in order to help define the program at their school, as well as disseminate coaching information to their staff. During inaugural training, principals and coaches will create campus level agreements that have goals and objectives associated with each of the following areas; teacher retention, teacher growth and student growth. Each campus will customize teacher rosters that have causal impacts on existing district and campus improvement plans, as measured through the following outcomes.

Area of focus	Outcome measure
Teacher retention	- Campus will retain 95% of teachers scoring a 3, 4 or 5 on SAS EVAAS yearly evaluation. - Campus will retain 90% of teachers targeted for coaching in the 2015-2016 school year.
Teacher growth	60% of teachers identified for one-on-one coaching or in a targeted deficiency area will raise their SAS EVAAS rating by one level 95% of participating staff will score proficient or above on the PDAS rating system. 75% of targeted teachers demonstrate growth as proven by performance based rubrics.
Student growth	Students growth will be measured in accordance with the Texas Teacher Evaluation and Support System issued by the Texas Education Agency

After identifying school level areas of focus, principals will work with ICs to select teachers that will receive intensive teacher coaching services. All campus staff will complete a self-reflective inventory that speaks to their contribution to growth goals and objectives identified by campus leaders. ICs and leadership will consider teacher reflections, targeted teacher list, SAS EVAAS and assessment data to determine which teachers receive intensive focus from the IC. This case load may be fluid as teachers demonstrate growth or mastery of targeted domains.

All identified teachers will have a customized coaching plan that addresses opportunity areas in one or more of the following domains; behavior management, content knowledge, instructional practices and/or effective assessment. Through self-reflection, qualitative teacher walk through data, Value Added data and historical testing data, new teachers and coaches will identify the area(s) of greatest need and plan an agreement accordingly. ICs will utilize scheduled collaboration time and added release time to meet with teachers on a weekly basis to draft agreements, customize action steps and coordinate learning walks or professional development that highlight best practices in the targeted areas. Teachers will utilize a minimum of 2 and maximum of 4 release observations days per semester to participate in structured professional development or observe teacher experts in the key domains. These 'learning walks' will highlight a series of teachers who excel at the targeted domain in order to give the teacher viable strategies and tools to assist with growth. When possible, ICs will accompany teachers on the learning walk in order to assist the teacher with accessing key pieces of pedagogy and implementing new ideas in their own classroom through a co-teach "I Do, We Do, You Do" model. This deliberate side-by-side learning will allow teachers an additional co-teach resource through the implementation process and will provide more meaningful content and conversations for debrief and future agreement processes. In situations where teacher needs are similar, ICs may form a coaching group or professional learning community that will be guided and facilitated by the IC in order to maximize teacher influence. This model will continue cyclically as teachers begin to improve domains and move to focus on other classroom needs. As these targeted domains develop, ICs will link improved performance to qualitative and quantitative data and provide summative reports to administrators linking improvements to targeted campus agreement.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-14-101; SAS #181-14   Page 25 of 42
2014–2016 Educator Excellence Innovation Program

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Statutory Requirement 2: <u>Required</u> - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, all teachers are observed using the state mandated Professional Development and Appraisal System (PDAS). In addition to the formal observation system that is implemented, all coached teachers will have observations based on their customized agreement and the number of release days they use to improve their practice. These observations will be separate from formal PDAS evaluations, as they will be used to establish ICs as teacher resources and the coaching tool as professional development, rather than punitive action.

Pre-meetings will be used to establish an agreement of the domain of focus, use of release days and the observation time that will accompany the plan. The goal of pre-meetings will be to agree upon the teacher's area of need (behavior management, content knowledge, instructional practice or effective assessment) and craft a plan that is agreed upon by both parties. ICs will be trained in using Learning Forward rubric that focuses on teacher-coach agreements and serves as a guiding document through the coaching cycle. Coaches and teachers will work through the following questions and will document their agreements in order to measure growth; What do you want the result of our meetings to be? What is the focus (domain) of our work together? What services do you feel could be useful in your growth of this domain? What role would best serve your growth in this area- responder, peer, expert, critical-friend? Who else will we involve in this work? When and how long will subsequent observations and post-meetings be? What time is best for us to work together?

During the pre-meeting, parameters will be set that guide post-observation session(s). Observations will be pre-determined in the agreement and will range from 2 to 4 45-minute sessions per semester, dependent upon focused domain, number of release days used and teacher need. The agreement will include questions that guide the classroom observation(s) such as; When I observe your class, what data do you want me to gather? What are your classroom rules?, Which students may be particularly noticeable?, May I interact with students during appropriate times in the class period? Should I observe different classes to observe the skill of focus with different student groups? ICs will independently observe each participating teacher within the week of scheduled release time and will use a designated rubric to gather data outlined in the agreement. Rubrics will highlight the following characteristics and practices within each domain and will be used to measure teacher growth:

Domain	Evidence of the following practices
Behavior management	- Classroom rules and norms are present and observed by students and teacher - Students are on task - Behavior is corrected effectively and efficiently - Interventions are present and appropriate - Routines are consistent and maximize learning time - Classroom routine allow opportunities for students and staff to build connections - Classroom interactions are respectful, supportive, positive and productive amongst students and adults
Content knowledge	- Lesson design is clear, well organized and sequential and builds on a students' prior knowledge - Understanding of vertical and horizontal grade level and subject level content connections - Deep understanding of content through lesson planning and unit design - Content is presented in a relevant manner and connected to larger bodies of knowledge - Cross-curricular concepts are present - Academic language and literature is promoted and accessible to all learners - Gaps in content mastery are addressed through scaffolding and re-teach moments - Content is connected to real-world problems and application

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Instructional practices	- Instructional practices are appropriate for diverse student population - Instructional practices are varied and appropriate to the content area - Practices observed maximize student participation - Expectations are clear to teachers and students - Students are given multiple attempts, guided and independent, to demonstrate understanding - Evidence of learning is collected and documented - Technology is appropriately used to enhance taught content - Strategies are adjusted based on learning checks and frequent assessment - High level questioning is present, appropriate and consistent - High degree of engagement and motivation due to student centered instruction
Effective assessment	- Aligning written, taught and tested curriculum - Assessments are rigorous, relevant and vary in form and complexity - Assessments are used to determine classroom pacing and intervention - Growth and areas in needed of improvement are communicated to students and parents frequently and effectively - Students are involved in setting goals for growth based on data and assessments - Assessment frequency using formal and informal checks - Standards and supporting standards appropriately grouped and assessed - Assessments reflect opportunity for students to demonstrate cognitive processes and growth

ICs will follow each observation with a post-meeting. Post-meetings will be used as a collaborative time to guide teachers through qualitative and quantitative data gathered through the agreement and observation process. ICs may bring concrete examples of progress in the targeted domain and may use classroom videos, transcripts of teacher and student dialogue and student work samples to focus the conversation and communicate progress and missed opportunities. Post-meetings will be a minimum of 30 minutes in length and will include revisions to the current agreement or set expectations for the next coaching cycle. All post-meetings should include time to connect teacher progress with student achievement.

ICs will communicate progress with leadership using bi-weekly scheduled meetings discuss teacher progress and revisit campus agreements. Scheduled meetings will be at least 45 minutes and will allow administration and coaches a time to review teacher agreements, on-going action steps, teacher progress and campus progress. These meetings will be documented by the campus coach and will be summarized in a fall and spring report that is used to evaluate coaching effectiveness. Summative reporting will include the following information and will be completed in December and May:
- Teacher level growth data,
- Progress toward campus level outcomes,
- All teacher level agreements including pre- and post-meeting documents and action plans,
- Relevant testing results from targeted teachers,
- Student pre- and post- survey data (as applicable) and
- Pre- and post- teacher surveys.

The NISD Organizational and Staff Development Department, in combination with campus leadership, will use these results to evaluate coaches annually.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In Northside Independent School District (NISD), all classroom teachers are appraised with either the Professional Development Appraisal System (PDAS) or the Alternate Teacher Appraisal Record (ATAR). All Teachers must complete the online PDAS Training, Commissioner's Rules, and Board Policy no later than September 16, 2013, or within three weeks from hire date if hired after September 16, 2013. All requirements indicated by the PDAS are followed unless otherwise specified by local policy. Appraisal records and other documentation developed as part of the PDAS or the ATAR may be used for staff development purposes and for employment decisions. Formal observations are 45 consecutive minutes of observation within the classroom. Each teacher is appraised on the following domains: Domain I: Active, successful student participation in the learning process; Domain II: Learner-centered instruction; Domain III: Evaluation and feedback on student progress; Domain IV: Management of student discipline, instructional strategies, time and materials; Domain V: Professional communication; Domain VI: Professional development; Domain VII: Compliance with policies, operating procedures and requirements; and Domain VIII: Improvement of academic performance of all students on the campus (based on indicators included in the Academic Excellence Indicator System (AEIS)). The PDAS has 51 criteria within each domain. Each domain is scored independently using the following categories/rubric: (1) exceeds expectations; (2) proficient; (3) below expectations; and (4) unsatisfactory. Minimum requirements for appraisals under PDAS are as follows:

1.   A minimum of four observations, two observations each by two appraisers, shall be required for:
    a.   First-year (beginning) teachers.
    b.   Teachers on a fourth-year probationary contract.
    c.   Teachers who have moved into the second year of a two-year term contract.
    d.   Teachers returned to a probationary contract from a continuing contract.
    e.   Teachers returned to a probationary contract from a term contract.
    f.   Teachers whose score in any domain is "unsatisfactory" in the most recent PDAS appraisal.
2.   A minimum of two observations, by either one appraiser or two appraisers, shall be required for:
    a.   Teachers new to the District who are not first-year teachers.
    b.   Teachers whose score is "below expectations" in two or more domains on the most recent PDAS appraisal.
3.   A minimum of one observation by one appraiser shall be required for all other teachers except those who are appraised with the ATAR in accordance with District policy. Any teacher who qualifies for one observation by one appraiser shall be scheduled for two observations if either:
    a.   The teacher submits a written request for a second observation to the teacher's appraiser; or
    b.   The teacher's appraiser provides written notification to the teacher that a second observation will be scheduled.
    Such written request or notification may be presented at any time during the school year, but no later than ten working days following receipt of the written report from the initial observation.
4.   Teachers hired after November 1 shall be appraised as follows:
    a.   Two observations for first-year (beginning) teachers.
    b.   One observation for teachers new to the District who are not first-year teachers.

All administrative and supervisory personnel who are certified by the state as appraisers may function as appraisers. The specific appraisers assigned to each teacher are designated at the campus level. No formal observations may be conducted during the first three weeks of school or on the day before any official school holiday. Formal observations for the first observation cycle are completed by two days prior to winter break, and all formal observations for the second observation cycle are completed in time for the written summative annual appraisal report. Additional observations, formal or informal, may occur during either observation cycle.   A schedule of required formal observations will be posted by Thursday for the following week. The posting includes teachers, appraisers, and the day and time/class period of the scheduled observation. Each teacher has the option to "wave off" each observer one time per year if the classroom

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

activities/conditions do not lend themselves to a productive observation. Included in the PDAS, is a Teacher self-report completed annually by all teachers based upon their teaching field, assignment, and characteristics of their students. Pre-observation conferences are optional and may be requested by either the teacher or the appraiser. Post-observation conferences are conducted within ten working days after the completion of an observation. A teacher may request a second appraisal by another appraiser if after receiving a written observation with which the teacher disagrees; and/or after receiving a written annual summative report with which the teacher disagrees. The observation summary for Domains I through V are presented to the teacher at the post-observation conference. Preceding the summative conference, each appraiser independently scores Domains VI through VIII and creates a written annual summative report which is shared with the teacher no later than five working days before the summative conference. The summative conference is held at least 15 days prior to the last instructional day. Teachers may present grievances concerning the evaluation process in accordance with the District's grievance policy if at any time they are not satisfied with any part of the observation process. NISD will also implement the components of the new Texas Teacher Evaluation Support System when it comes to fruition. In an effort to include multiple measures of teacher performance and increase student growth, NISD will incorporate the use of student growth measures at the targeted campuses. This growth measure/data will be collected at the end of the testing period and analyzed on each teacher and student affiliated with a STAAR or EOC tested area. The data will be analyzed through the company SAS EVAAS. Diagnostic reports in the form of Value Added (VA) metrics will be provided. Teachers will be rated on their students' growth and given a number 1-5 correlating with how successful they were at raising their student s' level of growth. Professional development will be aligned directly to student, teacher, and campus deficiencies. NISD will implement the targeted use of the SAS EVAAS student growth data by the following means.

Evaluate the effectiveness of the instructional programs for a variety of student populations (high achieving, low achieving, special programs, race and ethnicity).	•What are the significant differences when disaggregating data by ethnicity, socioeconomic status, special programs, at risk, grade, content, or test? •How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement and how is the progressed monitored? •What structures support and ensure student success and what barriers exist in structures, processes, procedures, organization, schedules, or requirements that impact student achievement?
Set goals by teacher, administrator, grade level or department.	•What is the relationship of student achievement data to teacher value added data? •What data and other factors are considered when making staffing decisions? •What are the structures and value added data being used to support collaborative teacher planning?
Identify areas for individual or group professional growth through a variety of experiences such as book studies, collaborative planning, peer observations and data analysis.	•How are the request made by teachers for professional development related to value added data and student needs; how are they aligned to the campus school improvement plan? •How consistent is the monitoring of teacher effectiveness and what role does value added data play in this?
Identify and meet individual student needs.	•What process exists for identifying students in need of increased learning time? •What structures exist for providing additional learning time for students to access targeted interventions based on student needs?
Evaluate the effectiveness of interventions provided.	•What impact are intervention programs having on student growth as evidenced by value added data?

The preceding chart is a proposed reflection piece to be used in conjunction with the new observational and student reflection pieces created from the customized Coaching Academy per grant funding by the new instructional coaches, new, and struggling teachers. The ICs will be using customized qualitative rubrics based on the needs, goals, and objectives of the mentee teacher (new and/or struggling). They will create pre and post qualitative surveys for student and parents to complete focusing on the effectiveness of the teacher's performance related to student growth. The survey evaluations will be conducted in October and May. The new cumulative data will be analyzed and imbedded into the evaluation process by campus administration.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

Statutory Requirement 4: <u>Required</u> - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. **Use Arial font, no smaller than 10 point.**

Weekly opportunities to collaborate are encouraged through schedules and resources provided to all teachers. Dissemination of best practices and pedagogical strategies is driven by the NISD Organizational and Staff Development Department (OSD) with the mission of serving teachers, administrators, staff and parents by providing quality professional learning opportunities, technical assistance, and systemic support to help achieve increased effectiveness and improved job performance. OSD coordinates district level resources and training, as well as deploying resources to campuses at the request of administration. When appropriate personnel are not found within the district to address staff need, contractors are identified and hired temporarily to conduct high-quality teacher workshops. These services are readily available to all teachers to utilize weekly and many teachers access them to grow professionally.

At the campus level, staff utilize commonly scheduled off periods to plan curriculum, share best practices and analyze common assessments. Designated times also allow content area teachers to meet to discuss curriculum continuity, vertical planning and share best practices. These department meetings are overseen by volunteer teachers deemed to be leaders at their schools. Collaboration and sharing is encouraged among teachers as lessons, ideas and resources are disseminated through Google Drive, shared folders and curriculum specialists.

The proposed program model would like to enhance the way teachers collaborate through the use of strategic release time and video. During predetermined scheduled release times, level leaders, department chairs and targeted teachers will be provided subs and in order to collaborate as subject level, cross-curricular and coaching teams. During targeted release times, teacher will strengthen curriculum, analyze data and promote professional growth. Use of release time will be overseen by administration in order to ensure time is being used to further targeted campus goals, continuity across subject areas and streamline results. Release time will be used to target activities that will grow teachers in leadership positions that disseminate information and resources to their peers in order to more broadly impact student achievement through teacher collaboration.

The use of video will be used to help teachers improve their craft by allowing teachers to watch their colleagues who have been identified as teacher leaders from around the district at their convenience. This bank will be overseen by the OSD and will be utilized at targeted schools to expose teachers to best practice from around the district. By offering video learning, ICs will be able to make connections between theory and action for their targeted populations at the convenience of the teacher and teach larger groups of staff. Leadership will also be able to connect these videos to structured staff professional development in order to expand learning and differentiate experiences for teachers. Teacher coaches will capture videos that highlight behavior management, instructional practices, content knowledge and effective assessment, the four domains of focus for coaching.

As the video bank builds, ICs will be able to use the resource in school-wide staff development as a way to work with the entire staff, as well as using them as interventions with targeted teacher groups. Videos will be organized according to domain and will include a variety of domains, subject areas and grades. The variety of video content will maximize learning across schools, grade levels and subjects as teachers are exposed to best practices at all levels. When possible, teachers may be utilize videos in their own classrooms by integrating clips or unique moments into their lesson cycle by using existing collaboration sites such as Edmodo to facilitate sharing clips with students. Teachers also may use Project Share or other collaboration resources to integrate videos into online professional learning communities where teachers are able to watch, comment and discuss components of effective teaching in small groups. As the teacher library grows, professional development sessions may also be captured to expand the types of videos available for teacher learning.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

The following table summarizes the targeted areas and growth trajectory of the teacher video library.

Year	Elementary	Middle	High
14-15	5 videos – classroom management and cross-content integration	5 videos – instructional strategies and rigorous content knowledge	5 videos – effective informal assessment and content knowledge
15-16	5 videos – effective informal assessment and content knowledge	5 videos – classroom management and cross-content integration	5 videos – instructional strategies and rigorous content knowledge
16-17	5 videos – instructional strategies and rigorous content knowledge	5 videos – effective informal assessment and content knowledge	5 videos – classroom management and cross-content integration

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-14-101; SAS #181-14   Page 31 of 42
2014–2016 Educator Excellence Innovation Program

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Statutory Requirement 5: <u>Required</u> - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Northside Independent School District (NISD) currently has implemented professional development days/activities related to individual school improvement plans that are tied to observations, formal evaluations, and student data. NISD's professional development days encompass four categories: district staff development, campus staff development, teacher choice, and early release days.

Professional Development Category:	Designated Development:
District Staff Development	• Administrator Institute • Curriculum meetings with appropriate district level staff such as secondary department coordinators, elementary facilitators, and specialist
Campus Staff Development	• Staff development aligned with students' needs, related to achieving campus performance objectives.
Teacher Choice	• Teachers are responsible for participating in two days (12 hours) of professional development of their choice related to Domain VI on the PDAS. This requirement must be completed during non-contract time.
Early Release & Late Start Days	• A time scheduled for focused activities to meet with special program staff such as Special Education, Fine Arts, Gifted & Talented, Counselors, Librarians, and etc. • Opportunities for teachers to plan together by grade level or subject areas focusing on: teaching strategies, curriculum and instruction issues, analyze achievement results, reflect on student needs, and develop meaning programs.

NISD offers professional development through a variety of trainings such as E-Camp, Summer Institute, English Language Learners Institute and Elementary Institute. Principals, based on their campus needs, complete a staff development plan template and submit it online by June 14. NISD offers professional development in all content areas to teachers new to NISD through the Elementary New Teacher Academy and Secondary New Teacher Academy. Specific staff development is also planned for the paraprofessional staff assigned to special needs populations. On-line learning opportunities are available, as well, 24/7 for District Employees. NISD has scheduled professional development courses free for all NISD employees. The courses on eClasses cannot be retaken for Teacher Choice credit within two school years of prior completion.

A main component of our new system will be the Coaching Academy. Instructional Coaches (ICs) will be hired and given professional development that trains them on how to be an effective teacher of teachers. Professional development will not only focus on core content knowledge but also focus on classroom and behavior management skills, and relationship building. In addition, through the Coaching Academy, teachers will have opportunities for professional development by working collaboratively with campus and district level leadership. ICs will analyze SAS EVAAS Value Added data and reflection pieces, Curriculum Diagnostic Benchmarks, teacher walk through tools, teacher reflection tools, Coaching Academy tools, and etc. to provide constructive feedback to be utilized by the campus administration, campus leadership, new teacher, and struggling teacher. This professional development will encompass guided reflection on one's instructional practices with the intent of examining how those practices effect both student and teacher growth. Teachers will have opportunities to observe and model best practices of other colleagues with the goal of improving their own instructional decision making. Direct training on how their data should drive their curriculum and delivery of instruction will be provided. These will be scheduled throughout the week by all parties involved. Collaboration will take place before or after school, during planning periods, and scheduled release days. There will be a designated release day per coaching cycle, as well, for specific consultation with customized teacher professional development. Teachers will connect learning experiences back to student achievement in order to maximize learning opportunities. Qualitative and quantitative student assessment data will be used to evaluate the effectiveness of the professional development opportunities.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

The following chart describes the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal and informal evaluations of the Coaching Academy.

Professional Development Plan for Coaching Academy Program

Type of Training	Service Time	Personnel Trained
• Coaching Academy: initial program introduction, overview, and training	July 2014 6 days (3 days in July and 3 days throughout year)	New Instructional Coaches
• Coaches' Connect: online and real time professional development support tailored to individual coaches' needs	7 hours per coach as needed	New Instructional Coaches
• Professional Development for Teachers: targeted on needs assessment given by Instructional Coach and Campus Administration	2-4 release days	New and struggling teachers identified and participating in the Coaching Academy program
• Professional Development for Teachers: based on rubrics given by Instructional Coaches teachers will complete Learning Walks, Observations, Book Studies and Team Collaboration	20 days per year	New and struggling teachers identified and participating in the Coaching Academy program
• Professional Development for New Grade Level Leaders	1 per month	New Grade Level Leaders
• SAS EVAAS Training: training on how to interpret and analyze Value Added Data/student growth data	2 days October 2014 November 2014	All teachers and administration in targeted schools receiving student growth data
• Linkage Training: training on how to properly link students tested to receive Value Added data	1 day March 2015	All teachers and administration in targeted schools receiving student growth data
• Targeted Use Of Value Added Data	1 day per week	All teachers and administration in targeted schools receiving student growth data

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

Statutory Requirement 6: <u>Required</u> - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

There are three areas of strategic compensation NISD would like to address with the Educator Excellence Innovation Program grant: early signing bonus for new teachers, level leaders, and instructional coaches. They are in correlation with our grant goals and objectives of aligning teacher pedagogical improvement to student academic success and growth as we target low socioeconomic schools, teacher turn-over rate, and leadership opportunities for current staff.

<u>New Teachers:</u>
Teachers committing to targeted campuses before June 30 will receive an early signing stipend of $1500. They will work 187 days. This will be a posted position from which applicants will be interviewed and selected based on set criteria. Their duties and responsibilities are:
1. Provide instruction to students.
2. Collaborate and assist in developing lesson plans.
3. Assist in analyzing data: STAAR, Curriculum Diagnostic Benchmarks, and Common Assessments.
4. Actively participate in professional development and coaching academy program.
5. Effectively communicate with administration, department coordinator, level leader, instructional coach, mentor, students, and parents.
6. Maintain program documentation.
7. Complete end of year Coaching Academy program survey to help guide and improve upcoming year. (This will include two days off contract time and a $500 stipend for completion. It will be paid out at the beginning of the next contract year.)

<u>Level Leaders:</u>
Level leaders are identified subject level experts that will work with administration, department leaders, grade level classroom teachers, and the instructional coach to plan and implement curriculum and instruction. Their compensation will include teacher salary, based on current NISD pay scales, plus a stipend of $700. They will work 187 days. This will be a posted position from which applicants will be interviewed and selected based on set criteria. Their duties and responsibilities are:
1. Provide instruction to students.
2. Organize and manage grade level department planning periods.
3. Collaborate and assist in developing lesson plans.
4. Assist in analyzing data: STAAR, Curriculum Diagnostic Benchmarks, and Common Assessments.
5. Provide documentation to administration, department coordinators, and instructional coach, and teachers.
6. Provide differentiated instruction based on content area to increase student success.
7. Coordinate tutoring assignments and instructional support

<u>Instructional Coach:</u>
The Instructional coach will work with administration, classroom teachers, department coordinators, and central office instructional staff to plan and implement the Coaching Academy. Their salary will be based on current NISD pay scales. They will work 187+15 days. This will be a posted position from which applicants will be interviewed and selected based on set criteria. Their duties and responsibilities are:
1. Provide leadership in developing and implementing the Coaching Academy program.
2. Present model lessons, coach, and provide feedback.
3. Analyze data to determine if teacher is meeting student growth expectations.
4. Provide guidance and information to help teachers identify their strengths and weaknesses.
5. Gather information to determine types of assistance and support a teacher may need.
6. Determine professional development needs.
7. Maintain program documentation.
8. Organize and schedule observation opportunities.
9. Create and implement a reflective assessment for students and parents to evaluate a teachers instructional

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

effectiveness

10. Collaborate and assist in developing lesson plans.
11. Assist in analyzing data: STAAR, Curriculum Diagnostic Benchmarks, and Common Assessments.
12. Develop, provide, and attend professional development activities.

In addition, NISD will offer incentive pay for the improvement of student growth in the targeted schools. The student growth model NISD will use will be provided by SAS EVAAS. SAS EVAAS is a trusted company that provides diagnostic reports on a student's predicted success on tests. The information is based on a student's growth not achievement. Factors such as low socio-economics, race, mobility, and etc. are not determining factors. The belief is that a student should not lose ground from where they have started. A teacher, no matter what the student's incoming level, should at the very minimum maintain that student's level of academic success not have that student regress. The intended outcome of NISD would be that the teacher should be able to raise their student's level of entry no matter the circumstances; hence the student should show growth whether they have passed the test or not. Based on statistical data analysis, SAS EVAAS uses a leveled ranking system on the teachers to show if their students have achieved growth or not and to what extent. The following chart summarizes this system:

Level	Teacher Effectiveness	
Level 5	Most Effective	Teachers whose students made decidedly more progress than the state/district/reference group average growth.
Level 4	Above Average Effectiveness	Teachers whose students made more progress than the state/district/reference group average growth.
Level 3	Average Effectiveness	Teachers whose students made similar progress to the state/district/reference group average growth.
Level 2	Approaching Average Effectiveness	Teachers whose students made less progress than the state/district/reference group average growth.
Level 1	Least Effective	Teachers whose students made decidedly less progress than the state/district/reference group average growth.

Each participating campus will identify the top three deficiencies concerning their students' academic growth. Campus administration will determine top three areas of need by both grade level and subject. Teachers identified teaching the tested areas will be awarded incentives based on their level of teacher effectiveness. The maximum applicable incentive amount will be awarded on a per teacher basis.

Teacher Level	$ Incentive Amount
Level 3	1,000
Level 4	1,500
Level 5	2,000

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-14-101; SAS #181-14   Page 35 of 42
2014–2016 Educator Excellence Innovation Program

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

NISD currently relies on a number of steps to ensure quality recruitment and hiring. Human Resources (HR) attends and hosts recruiting and job fairs to fill open teacher allocations. Additionally, the district uses the Winocular system to virtually screen applicants and ensure they meet basic requirements of the job posting. If they are deemed qualified, three recommendations are reviewed to determine which candidates are selected for interviews with campus leadership. Additionally, all student teachers in the district are granted a courtesy interview, and if deemed qualified are passed to principals for potential vacancies. After hired, each new employee is tracked and affiliated with their alma mater to inform future recruiting trips and efforts. Universities that produce the highest number of qualified, hired applicants are targeted for priority recruiting trips and attention.

NISD also has a partnership with Texas A&M San Antonio (TAMUSA) to provide training to program participants through a two year, intensive program. Participating college students are selected for on-the-job training and commit to completing one year of observations and teacher coaching and a second year of student teaching. Students are paired with the same teacher through both years of service in order to build student teacher capacity, teacher-coaching relationship and create a holistic, consistent training program. Applicants who complete this program are screened by HR and considered for employment in the district. In addition to the existing partnership with TAMUSA, NISD will use grant funds to pay top performing program participants early signing bonuses of $1500 who commit to targeted schools. By creating a pipeline of teachers who have been exposed to district expectations and excelled in NISD culture, the early signing bonus could ensure that new teacher talent is not lost to other districts or higher performing schools.

The HR department would like to expand partnership efforts that promote early hiring of top talent at targeted Universities including, Texas A&M College Station, University of Texas at Austin, Texas State University, Stephen F. Austin and other accessible programs that graduate qualified teacher applicants. Personnel in HR will work to create partnerships at universities that agree to identify top talent in their teacher training programs. Difficult to staff subjects and positions will be given priority over positions with historical application surplus. Talent will be pre-screened the semester prior to their student teaching based on their academic performance, professor input, portfolio of achievement and fundamental knowledge of teaching practices. Early identification will allow HR to complete scheduled screening of applicants during the spring semester of their final year of college during recruitment trips after students have demonstrated performance in teaching environments. The practice will create a pool of educators ready for hire in late spring when allocations are released and vacancy notices have been completed. Applicants will sign an open contract to ensure placement within the district and to control the type and number of new teachers that are assigned to each campus. Pre-screened teachers who commit to teaching at targeted campuses will receive a signing bonus of $1500 for early commitment. Additionally, new teachers will receive an additional stipend of $500 for completing all requirements of the Red Wagon, extended EEIP program and participating in an end of the year focus group. Focus groups will be held to encourage conversation and collaboration amongst new teachers. Questions will include the following;

- Describe the most effective portions of your hiring and induction process in NISD.
- Was a stipend payment influential in influencing your decision to teach at a high minority school?
- Which were the most effective teacher supports you experienced in your first year of teaching?
- Do you attribute your preparedness to your teacher preparation program of record?
- What deficiencies hindered your effectiveness as a first year teacher?
- What staff members were the most effective resources in your first year of teaching?
- What would you change about the induction system for future first year teachers?

Grant management and HR staff will facilitate and video the focus group in order to evaluate new teacher coaching effectiveness and will be used to inform future recruiting and inaugural practices.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The intention of NISD career pathways is to create opportunities for teachers to learn from their colleagues as they contribute to their own professional development. We currently have opportunities for classroom teachers to advance into leadership through the hiring of Department Leaders and District Leadership-the Administrative Internship Management Program.   Through the grant, NISD would like to create opportunities of a pathway between these components as outlined below:

Level Leaders:
These would be teachers identified as subject level experts. There would be one for every subject and grade level. Their position will be created with a targeted purpose to help mentor and enhance collaboration and effective practices during common planning time. They would be a liaison between the grade level, department chair and campus administration. Evaluation, interview and assignment of the level leader will be based on set criteria. Campus level administration will be responsible for the fulfillment of this position.

Department Leaders:
These are existing chairpersons assigned to an academic department. They are responsible for assisting in the daily operations of curriculum and for overseeing the delivery of instruction. They are to provide leadership as needed to help with the improvement of both. This is a posted position in which all whom qualify may apply. They receive teacher salary plus a stipend.

Instructional Coaches:
This will be a newly created position per grant funding. The purpose of the instructional coach will be to improve teacher effectiveness and student performance at our targeted campuses with intention of continued expansion of the program. They will provide feedback through observations and coaching in order to create a comprehensive overview of both teacher and student strength and weaknesses. The position would be one that would link all levels of leadership together which will help facilitate a cohesiveness of purposeful collaboration.   Instructional Coaches will be responsible for integrating curriculum, instructional goals, and the mentee teachers' teaching style into productive skills that elevate both teacher and student growth. The Instructional Coach approach will be a relationship based program that seeks to establish a consistent application by mentee teacher of best teacher practices that improve student performance. The premise of the Instructional Coach will follow Joellen Killion's model for teacher effectiveness: theory + demonstration + practice + feedback + coaching. There are several benefits NISD is expecting to acquire through the implementation of the Instructional Coaches. The first is of direct benefit to the students; we hope to increase student growth and improve test scores. We are increasing the opportunities for new and struggling teachers to become reflective and consequently more effective in their practices. With support, feedback, and professional development we are hoping to increase teacher satisfaction thus increasing teacher retention.   Lastly, we want to foster avenues for teachers to participate in the coaching spectrum thus fostering a culture of collaboration, professionalism, and pathways into leadership opportunities.

District Leadership:
NISD has current leadership opportunities in place at the district level. Instructional Support Teachers and School Improvement Facilitators are existing positions dealing with strategic planning and implementation of targeted goals at identified campuses. NISD, also, has the Administrative Internship Management Program (AIM) for persons aspiring to become administrators. It is an internship for candidates to learn the operations and functions effecting campuses from an administrative perspective. There are minimum requirements for admission for consideration into the program: 3 years teaching experience, most recent year in NISD; 24 hours toward principal or supervision certification; and currently enrolled or have completed an education leadership program.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015915	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015915	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds.   Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Multiple groups were consulted to effectively identify the district trends and individual campus needs. Project staff then disaggregated student and teacher level data at each campus that included; teacher retention rates, number teachers on improvement plans, percentage of economically disadvantaged students, and student performance on local and State assessments.

Overall data from the four campuses documents that the four identified campuses represent a very economically disadvantaged portion of both the City of San Antonio and NISD with a combined economically disadvantaged percentage of **81%**. In addition, annually each campus documents high numbers of teacher attrition leading to high numbers of new teachers per campus.

The following chart reflects the number of teacher attrition at selected campuses:

Year	Stevens HS	Rayburn MS	Sul Ross MS	Martin
2013-2014	21	9	9	5
2012-2013	13	11	14	7
2011-2012	0	4	2	1
2010-2011	36	18	4	n/a*
2009-2010	15	7	4	n/a*

* Martin ES opened in 2010-2011 school year, no data available.

Key practices in effective schools include; attracting and retaining transformative teachers, shaping the vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving instructional practices among the faculty and managing the people, data and processes to foster school improvement. Each school identified for program implementation has underdeveloped teacher capacities. Without the funding from the Educator Excellence Innovation Program, NISD will not be able allocate funds to invest in teacher growth, the single most effective impact on student achievement. The following resources will not be implemented without grant funds:

- NISD does not have the current capacity or financial resources to hire the five Instructional Coaches (ICs). The ICs are vital to offer targeted support in order to improve the efficiency and effectiveness of new teachers and teachers in need of improvement.
- NISD does not have a current program model to promote and increase on-going teacher growth. Through additional evaluation measures teachers will be given on-going feedback that promotes professional growth tied to student achievement.
- NISD does not have a program model or available funding to incentivize teachers based on student growth data. NISD plans to offer incentive pay the teachers who are the most effective at improving student performance at the targeted schools in low performing areas.
- NISD does not have the financial resources to incentivize top talent to commit to targeted campuses over their high performing counterparts. The number of new teachers for the 2013- 2014 school year are as follows: Stevens HS- 45 of 179, Rayburn MS - 16 out of 72, Ross MS - 17 out of 81 and Martin ES – 29 out of 61. This turnover rate negatively impacts student academic achievement.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April	• Draft and post Instructional Coach (IC) job position (5) • Draft and post Level Leader positions (50) • Create budget codes • Program meeting with all district stakeholders to review timelines, measures, budget components and reporting requirements • Assess staffing allocations at each campus and begin early hiring efforts. • Schedule Learning Forward professional development for the 2014-2015 school year (6 days total)
May	• Interview and hire 5 ICs • Interview and hire 50 Level Leaders for targeted campuses • Identify targeted areas for incentive pay – 3 areas/grades per campus. • Continue early hiring efforts at all targeted campuses
June	• Complete early hiring efforts at targeted campuses • Principals complete target teacher coaching list • ICs matched with campus(es)
July	• Learning Forward training with targeted leadership teams and ICs • Principals/ICs finalize campus goals and teacher coaching rosters
August	• Campuses introduced to ICs and coaching resources • Targeted campus staff complete teacher self-assessment • Coaching scheduled for fall semester
September - November	• Coaching cycles with teachers (minimum 2 each), data collection and observations (cyclical) • Bi weekly meetings with campus leadership • Student qualitative pre-test administered (October) • Coaching completed for Fall semester (November) • Monthly meeting with district stakeholder team • On-going professional development for ICs
December	• Summative evaluation of semester coaching efforts due to Organizational and Staff Development Department (OSD) • Targeted coaching list compiled for Spring semester • Pay incentive stipends
January - March	• Coaching cycles with teachers (minimum 2 each), data collection and observations (cyclical) • Bi weekly meetings with campus leadership • Monthly meetings with district stakeholder team • On-going professional development for ICs
April	• Coaching completed for Spring semester • Qualitative teacher and student post-test • Begin Year 2 early hiring efforts at all targeted campuses
May	• Summative teacher evaluations provided to principals • OSD and ICs evaluate coaching effectiveness across campuses • ICs evaluated based on teacher progress and achievement of campus goals • Continue Year 2 early hiring efforts at all targeted campuses
June	• New teacher focus groups completed • Summative coaching evaluation reviewed by stakeholder team
July – Aug	• Continue Learning Forward and customized professional development for ICs • Compile coaching lists for 2015-2016 school year
September – June 2016	• Program action steps and activities will mirror the Year 1 timeline outlined above

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015915	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The NISD Grants and Recognition Department initiated meetings with administrators and cabinet level staff to receive support in the application process and to determine the campuses with the greatest need that could systemically transform educator quality and effectiveness through improved and innovative resources. Project staff then disaggregated student and teacher level data at each campus that included; teacher retention rates, number teachers on improvement plans, percentage of economically disadvantaged students, and student performance on local and State assessments.

Information sessions were held with campus administrators to notify them of the districts' intent to apply, the purpose of the grant, and the possible impact to the campus. Principals were actively involved throughout the application process and in the development of project objectives and activities.

As per the grant application guidelines, NISD was required to provide evidence of support from affected personal groups. The proposed program model was presented and discussed at the January 7, 2014 Northside Educational Improvement Council (NEIC) meeting. NEIC has 39 members, including staff, parents, business, and community members. The purpose of NEIC is to involve professional staff, parents, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. Staff are elected for a two-year term by staff peers. Parents, business, and community members are appointed by the Board for a two-year term. A vote was held at the conclusion of the meeting, which passed unanimously in support of participating in the grant program and the plan.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation will take place in four, specifically selected NISD campuses.

High Schools:
1. John Paul Stevens

Middle Schools:
1. Sam Rayburn
2. Sul Ross

Elementary Schools:
1. Jim G. Martin

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: